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ABSTRACT

In 1989, a project was undertaken to improve the student success rate in a writing course (Communications I) at a Florida multi-campus institution. Of the 489 students who had taken the course, 18% were unsuccessful in completing it in one semester. Three observed student behaviors which contributed to poor writing performance were an inability to stay on task, frustration caused by the inability to communicate thoughts, and lack of competent writing techniques. The target group was a Communications I class of 17 students enrolled in fall 1989. The instructional approach used, entitled "Type-Writing," was designed to account for each student's preferred learning style, as identified by the Myers-Briggs Type Indicator. The target group was tested using a pre-writing assignment to determine writing skill level, a pre-writing awareness survey, and the Myers-Briggs Type Indicator. The students were identified as having S type characteristics (linear learner) or N type characteristics (global learner), or both. Tasks during the semester involved grammar reviews, development of awareness of S and N characteristics, cooperative learning, improving research skills, and writing assignments. Students were retested at the end of the 12-week semester, and results were compared. Results included the following: (1) all 17 students improved in all writing skill areas; (2) students became aware of their individual writing approaches; (3) all students passed with a grade of C or better; and (4) 10 of the 17 students showed improvement in the writing awareness survey. Appendixes contain the instructor survey, pre- and post-writing assignments, the student writing awareness survey, information on a student self-critique activity, an instructor check sheet used for grading assignments, and Myers-Briggs Type descriptions. (WJT)

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ED316271

A PERSONALIZED DEVELOPMENTAL MODEL FOR THE TEACHING OF COMMUNICATIONS I

by

Miriam F. Word

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A Practicum Report

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Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

January/1990

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AUTHORSHIP STATEMENT

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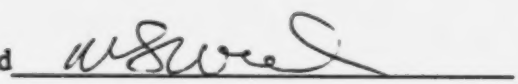
Signed 

ABSTRACT

Improving writing skill and self awareness related to writing through individual learning styles.

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Descriptors: Post-Secondary Education/Secondary Education/ Learning Styles/ Writing/ Writing Styles/ Individual Type Preferences

The target group for this practicum was 17 community college students. The problem for this practicum is that many students are unable to communicate through writing due to a lack of ability to stay on task or grasp the writing process, resulting in low final grade scores for those students. The solution strategy, a unique approach entitled "Type-Writing," involved pre- and post-surveys with classroom methods and writing assignments keyed to the learning types of the students as identified using the Myers-Briggs Type Indicator. The students who completed the program experienced improved writing skill growth as shown by pre- and post-writing surveys and increased writing awareness as shown by pre- and post-writing-awareness surveys. While pre-test showed that writing skill readiness would have earned 100 per cent of the target group a failing grade, post-test demonstrated that all 17 students in the target group could earn grades of C or above.

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CHAPTER I

Purpose

The target college, a multi-campus institution, is located in a large, east Florida county and has a total enrollment of 12,377 students on three campuses. The majority of the students are between 19 and 25 years of age. The ethnic backgrounds consists of 75 Asian, 46 Indian, 644 Black, 297 Hispanic, 11,943 White, and 172 Resident Alien. Total faculty of the school is 875 (Lake).

Individual classes, which are scheduled for 50, 75, or 165 minutes depending upon the time and day taken, begin at 7:00 a.m. and end at 9:45 p.m. Courses are offered in Allied Health Fields, Cosmetology, Law Enforcement, Business, Arts, Sciences, Math, Exceptional Student Education, Developmental Education, Industrial Education, Occupational and Vocational Education, Technical Education, and International/Intercultural Education.

The faculty of the target school is cooperative, friendly, and helpful. Most of the faculty members have served at the school for more than five years. Within each department there is a division chairperson and approximately 35 instructional faculty. There are also 2 to 9 counselors and 3 to 5 librarians available to the students on each campus.

The students in the target school are college level and usually attend for a minimum of two years. Students are tested prior to entering and may be required to attend preparatory reading, English, and math classes available to those students not

able to meet standards set for regular college study. Each preparatory class meets the prerequisite requirements of the college level course that follows it. Students may move to the next level class if they pass the course with a grade of C or above.

First-year college-level English classes may contain students with a wide variety of educational backgrounds. Students range from those recently completing high school to those returning to school after many years of absence. This writer is aware that a high number of students do not master the required writing skills to meet exit requirements for the Communications I class. The philosophy of the target school is to provide the finest possible educational opportunities for the students in the area served.

The writer is a former student exchange representative who re-entered the teaching field in August 1987. She has taught Preparatory Writing and Communications since that time. She holds a Bachelor of Design in Art Education from the University of Florida, in Gainesville, Florida. She has also attended the University of Central Florida taking writing, grammar, and literature courses and is a candidate for a Master of Science degree from Nova University.

Problem Statement

The Communications I instructor has the job of preparing every student for success with future writing tasks. Throughout a student's education, writing will be necessary, and the student who is able to do so effectively will be more successful. Stephen Judy of Michigan State University (1980:40) writes:

> I am convinced that writing in many different modes is, in the long run, practical for students, even though in "life" the student may be limited to

> writing the academic exam or the business memo. When school and college writing programs give the students a sense of full range–the play–of discourse those students are better equipped to deal with even routine writing tasks.

To further point to the need for effective writing skills, Watkins (1989:A15) states that:

> To equip students to participate in today's society . . . the English curriculum must be consistent from early grades through the undergraduate years. Students at all levels must become familiar with different kinds of writing. . . . The curriculum should concentrate on works that challenge the abilities of students as readers and thinkers. . . . [T]he English curriculum must be restructured to insure that . . . all majors gain experience in reading texts drawn from diverse literary periods and genres, and practice writing in different styles for different purposes.

Undoubtedly, writing skills will be needed throughout the student's life. Finding a career that does not necessitate some form of writing will be difficult.

From current developments and adventures in education will come the education and curriculum trends of the future. Therefore, instructors bear the responsibility of exploring those theories and techniques of the past and present to discover what will work best for the students of today and tomorrow. As Donald Murray (1985:246) writes:

> We have a vocation and it is to help our students discover, develop, and share their individuality. It makes a difference when a person finds he or she can speak, and it makes a difference to others when they speak. Writing is a way of understanding our world and breaking out of our anonymity and isolation by sharing our diverse understandings.

Often students will enter the freshman year of college with poor skill development, study habits, and self concept. McCaully (1974:7) writes:

> Many [students] report learning early that school is a bore, never a challenge. These children are in danger of getting by on flash rather than

solid competence, and often come to college with poorly developed skills for persistence in academic achievement.

These problems in large part may be generated by the secondary school's system of labeling. In this county, where students are phased, labeling begins in junior high school and follows the student throughout the secondary education term. Students in a high phase are taken through the system differently than those in the average and low phases. For the average- and low-phase students, there is little challenge, desire to go the extra step, or incentive. The results can be educationally devastating.

This does not mean that average- and low-phase students are not bright, but, nevertheless, this is the message that they receive. Indeed, a school system that does not take into account the needs of students may lose those students labeled average or low.

As a result, many high-phase students will enter large universities; whereas, many average- and low-phase students will enter community colleges, if they attend college at all. The community college instructor is then faced with the task of not only teaching, but also of lighting fires within those students who have had them snuffed out, or nearly so, by a rigid, compartmentalized system.

Certainly, educational methods that do not meet the student's needs yield negative effects. Students are left with poor self-concepts related to writing, little retention of skills taught, and low educational expectations. Money is wasted because unsuccessful students are unable to be as effective and productive as desired. Hidden beneath the exterior of these students may be exciting human resources left untapped.

Next, methods for teaching have changed little in the last few years. The current Communications I classes in the target school use specific textbooks, but the method by which this material is taught is left up to the teacher. Most often this method involves teacher lecture and student response.

Different types of students require different educational approaches. What may be "right" for the success of one student may not work with another. Isabell Briggs Myers (1980:1) writes:

> It is fashionable to say that the individual is unique. Each is the product of his or her own heredity and environment and, therefore, is different from everyone else. From a practical standpoint, however, the doctrine of uniqueness is not useful without an exhaustive case study of every person to be educated for counsel or understood. Yet we cannot safely assume that other people's minds work on the same principles as our own. All too often, others with whom we come in contact do not reason as we reason, or do not value the things we value, or are not interested in what interests us.

The above researchers stress that affective readiness and learning style has definite impact on classroom success. A skilled instructor may detect these affective discrepancies by observing student classroom behavior.

Through teaching a Communications I class, this writer has observed three student affective behaviors which contribute to poor writing performance: first, some students will not stay on task; second, the inability to communicate thoughts is overwhelming and highly frustrating to many students; third, some students show lack of ability to demonstrate adequate writing techniques and compentencies. Many students receiving D/F grades seemed to be distracted by one or more of these behaviors. This awareness motivated this writer to seek the success ratio for students taking Communications I at the target college.

In order to obtain a clear picture of student success in Communications I (college-wide), three classes were selected as a test sample, one from each of the three campuses. It was discovered that , overall, 82 percent of students registered in these Communications I classes were successful in completing this course in one semester (See Table I).

Table 1

A Comparison of Student Final Scores

Campus	Students	Grade C or Above	Percent	Grade D or F	Percent
A	203	173	85%	30	15%
B	200	168	84%	32	16%
C	86	60	70%	26	30%
Total	489	401	82%	88	18%

From Campus A, there was a total of 203 students, 30 of whom received a D or an F grade. This ratio was not viewed by the instructor as a major problem. From Campus B, there were 200 total students with 32 D or F grades. Again, this number was not seen as a problem. From Campus C, there were 86 total Communications I students with 26 D or F grades.

Facilitating the success of each student in class is the ultimate goal of instruction; this does not seem to be happening in the target site. Of this sample, only 82 percent of Communications I students are successful in completing this course in one semester. One hundred percent of Communications I students should successfully complete Communications I in one semester. Eighteen percent of this sample group are not performing as expected.

It is reasonable to expect that all Communications I students should be successful in this course because they have been screened by college entrance tests (ASSET) and must meet the prerequisite of either a high score on this exam or have passed a college preparatory English writing class. It is clearly the intent of the college that instruction should provide all students in this course with the skills to exit successfully because the philosophy of the target school, as stated in a self-study report prepared by the Institutional Self-Study Committees (1982:1), is that "... all individuals shall have the opportunity to progress to the extent their interest and abilities will allow...."

Facilitating the success of each student in class is the ultimate goal of this English instructor. In order to accomplish this goal, this writer turned to literature related to learning style and theories of psychological type. As a result, this writer has come to believe that knowing student writing styles can be a cause of high student performance because instructors who are aware of student writing styles will have no difficulty understanding the avenue of learning that is being utilized.

Instructors who are unaware of student writing styles will have difficulty understanding student writing problems, and may, as a result, unintentionally offer useless help. As Lawrence (1989:67) states:

> What type theory adds is an understanding of the road each person takes to excellence—which process will be interesting and easy for him, and which will be difficult. It is possible to use the learning activities of a school to provide challenges and problems that help all types develop, by busying their minds on tasks that engage all their abilities and not just on tasks they can do with half their attention, or while spinning their wheels.

Also, students who are unaware of their writing styles will experience difficulty because they will lack understanding of their own approach to writing.

Frustration, stemming from this lack of understanding, may result in low performance or even withdrawal from class. For example, Keirsey and Bates (1984:127) state that the NF student

> . . . needs personal feedback on the papers he produces, and the personal note written on a composition can be a powerful motivator . . . as long as the comments are positive. A negative reaction can well provoke the NF . . . into rebellion or inaction.

For the purpose of this practicum, the target group was one Communications I class of 17 students registered for the fall term of 1989. This practicum was concerned not only with each student's skill development, but also with the student's affective readiness and learning style. For pre-test purposes the target group was given the Myers-Briggs Type Indicator (MBTI), a pre-writing assignment, and a writing-awareness survey. Within this group of students were three INFJ's, three ENFJ's, three INFP's, one ENTP, one ESFP, two INTP's, one ENTJ, and one INTP. The Myers-Briggs Type Indicator will be discussed in detail in Chapter II. Overall student writing skill level was low. With a minimum passing score of 42, the highest pre-writing score was 40. Students could have achieved a maximum of 60 points on the pre-writing assignment but were unable to do so due to insufficient skills. This lack of skills resulted in all students in the target group earning pre-writing grades of F. Also, the writing-awareness survey results showed one high score of 4.4 out of a possible 5. The low score was 2.2 (See Table 2).

Table 2

Pre-Survey Results

Student	MBTI	Writing*	Pre-test Grade	Awareness Survey**
1	INFJ	34	F	4.4
2	ENFJ	21	F	3.2
3	INFP	38	F	3.2
4	ESFJ	29	F	3.0
5	INFP	30	F	2.6
6	ISFJ	21	F	2.6
7	ENFP	33	F	3.0
8	INFP	32	F	3.2
9	ENFJ	40	F	3.4
10	ENTP	37	F	3.6
11	ENFP	21	F	2.6
12	ESFJ	39	F	3.6
13	ISFJ	30	F	2.4
14	ISFJ	29	F	3.6
15	ESFP	25	F	2.2
16	INFJ	27	F	3.0
17	INFJ	38	F	3.6

* Writing skill
** Mean score

None of the target, Communications I students demonstrated writing skills necessary for successful completion of Communications I in one semester. One hundred percent of Communications I students in the target group should successfully complete Communications I in one semester. Therefore, it appeared to this writer that an innovative curriculum model was needed in order to increase success ratios of the target, Communications I students.

Outcome Objectives

Objectives are to be met through the implementation of this curriculum improvement project involving a 12-week program. Pre-surveys of students,

collection of student writing samples, evaluation of grammar knowledge through tests, and evaluation of writing assignments through criterion reference check sheets show the need for the following objectives.

Specifically, there were three objectives:

1. After completion of the 12-week instructional period 100 percent of the target students will demonstrate mastery of skills to exit the Communications I class with grades of C or above.
2. After 12 weeks of implementation it is expected that 100 percent of the target students will earn a grade of C or higher as reflected on final grade roll.
3. After the 12-week instructional period, 100 percent of the Communications I students in the target group are expected to show a one mean score growth in self-concept development relating to writing using pre- and post-surveys created by the writer.

CHAPTER II

Research and Solution Strategy

Writing can benefit the individual beyond the exam and beyond the memo. Self awareness is brought forth in writing and can benefit the student beyond the classroom experience. For the writer to achieve full benefit from the writing experience, clear expression through words is necessary. An important part of an instructor's task is implementing techniques that will promote effective learning and enable students to obtain their goals.

Among the sample group, one class was taught by computers with a daily check kept on students. Students who did poorly were counseled by the instructor. No other program to deal with these students' needs was used. In the second class, students failing were also counseled by the instructor, and students were withdrawn if the instructor felt they could not successfully complete the course. In the third group, among the 26 D or F grades, there were five who attended regularly and were not able to successfully complete the class, 14 students who attended irregularly and did not complete all assignments, and seven who did not return after the first class meeting. Students who experienced difficulty were also counseled, but they were not withdrawn.

Therefore, the purpose of the information collection was to find a suitable instructional alternative that would increase the number of students successfully

exiting Communications I in one semester. Behavioral theories, methodology, and student centered approaches were examined.

First, looking at behavioral theories, Perkins (1969:469) as he discusses relevant objectives writes, "It has frequently been stated that behavior is purposeful . . . the learner's responses in learning situations appear to relate to the satisfactions of his needs." Although Perkins' theories are old, they still hold true today. The objectives of the Communications I writing class should meet the needs of the students and, therefore, be of value to them.

Doll (1989:69-70) discussed Bloom's approach to education involving mastery learning—learning to the point of mastery. In this procedure the objectives of learning and the evaluation of their attainment are carefully planned. The three teacher roles in promoting mastery learning are group instruction, diagnostic tests, and individual help. A carefully planned program of learning and evaluation will be valuable in the Communications I writing class.

By meeting the Communications I students' immediate needs of mastering writing, the instructor will help the students become one step closer, as Murray (1985:246) says, ". . . to realizing their potential, demonstrating their individuality, breaking out of the silence that can imprison all of us, and hearing their own voices." The writing instructor has a responsibility to push the student to excel to goal completion. Finally, as Zinsser (1985:238) writes:

> My favorite definition of a careful writer comes from Joe DeMaggio, though he didn't know that that's what he was defining. DeMaggio was the greatest player I ever saw, and nobody looked more relaxed. He covered fast distances in the outfield, moving in graceful strides, always arriving ahead of the ball, making the hardest catch look routine, and even when he was at bat, hitting the ball with tremendous power, he didn't appear to be exerting himself. I marveled at how effortless he looked because what he

> did could only be achieved by great effort. A reporter once asked him about this, and he said, "I always thought that there was at least one person in the stands who had never seen me play, and I didn't want to let him down."

To instill Communications I students with this attitude, to guide them to achieve, and to leave them with the skills for a lifetime is quite a task and a worthy instructor goal.

Second, other methods include the prose model approach which uses directed reading to analyze and imitate models of good writing (Eschholz, 1980) and the experiential approach which has as its center the relationship between language and thinking, and the experience, language and thinking. The motivation for the experiential approach includes personal feelings and experiences (Judy, 1980). Thematic units which relate several assignments to a central theme, conferences, and workshops are also used. Sentence building, paragraph building, and outline building are all part of many writing programs (Ohio Dept. of Ed., 1980).

As a result, behavioral theories and methodology have met with much success. Instructors have been blessed with an abundance of knowledge concerning stages of growth and development, and methods have flourished. Yet, there is still something missing. To fully meet the student's needs, awareness and knowledge of student differences are necessary. The gathering and assimilation of knowledge as well as production of product differs with each individual.

Third, a student-centered approach to teaching is gaining recognition at the college level. Hall and Norby (1973:87) clearly illustrate Jung's belief that "[t]he most important function of the teacher is to recognize the individuality of each of his pupils and to foster the balanced development of this individuality." Even though this statement is not new, it encompasses a basic principle of instruction. Jung

believed people are fundamentally different even though they have the same variety of instincts. What is important is that individuals prefer to function in different ways. This preference is characteristic and can be identified.

There are several methods available for determining learning style. One such method is observation. Through observation a teacher can discover if a student prefers quiet instead of noise or bright rather than soft light. A student's preference for working alone or with a group and whether or not a student must move around occasionally to function at his best are also observable.

Another method of determining how students learn is to discover their modality strengths. One test used for this is the Zaner-Bloser Modality Kit (1980). The objective of the test is to learn whether the student is a visual, auditory, or kinesthetic learner. This information is useful and will aid the teacher in individual and group instruction. Consequently, in order to pursue equal education, an understanding of how individuals learn is essential. This understanding enables the teacher to help students function in their own unique ways. Keirsey and Bates (1984:2) pointed out ". . . that people are different from each other, and that no amount of getting after them is going to change them. Nor is there any reason to change them because the differences are probably good, not bad."

Learning preferences are unique to each student, and understanding learning styles can help students discover their own natural bent. Students, as Lawrence (1989:97) says:

> . . . should be given maximum opportunity to learn the things that have meaning and interests for them in terms of their own kind of perception and their own kind of judgement. To the extent that they are given this opportunity, they gain not only in interest but in application and intelligence as well. People of any age, from 6 to 60, apply themselves with greater

> vigor to the task in hand when they are interested. People of any age are more intelligent when they are interested than when they are bored.

A third method of discovering learning style is to look at right/left brain preference. Two tests available for this are the Hemispheric Mode Indicator and the Preference Test designed by Dunn. Knowing from which hemisphere a student prefers to function will help the teacher learn much about how students function. Carpenter (1984:205) writes:

> Although many colleges and teachers test students to determine their writing skill and diagnose their writing weaknesses, they invest little effort in trying to assess or understand writer's personality types, preferences, previous writing experience, or preconceptions about writing. Yet, . . . these seem to be more important to the composing process and developing writing skills than diagnosing the types of errors they make in writing.

Moreover, Dunn (1978:4) writes that:

> Research studies have demonstrated that 1) students can identify their own learning styles; 2) when exposed to a teaching style consonant with the ways they believe they learn, students score higher on tests, fact knowledge, attitude, and efficiency than do those taught in a manner dissonant with their style, and 3) it is advantageous to teach and test students in their preferred modalities.

Regardless of the fact that Dunn's writing took place more than ten years ago, the information she gathered is timeless.

Knowing what avenue an individual takes to learn and excel, provides the teacher insight into which instructional methods and processes will be most interesting and easiest for the student. Students should be taught in a way that will be best for them and that will help them succeed. As stated by Provost (1987:116), "If writers are to become fluent at writing about both objective and subjective topics, teachers may need to build first on writers' strengths and preferences."

Nevertheless, while observation, modality tests, and right/left brain tests are good, a more effective and complete learning style test can be the Myers-Briggs

Type Indicator. The test is available through the Educational Testing Service and is the result of the the work of Isabel Briggs-Myers. Myers says (1980:147) that:

> Types make a natural and predictable difference in learning styles and in student response to teaching methods. An understanding of type can help to explain why some students catch on to a way of teaching and like it, whereas others do not catch on and do not like it. Two distinct problems are involved here. Catching on is a matter of communication. Liking it is a matter of interest.

Therefore, discovering how a student communicates and what his interests are is of primary importance to teaching.

McCaully (1974:1) states that:

> During the 20 years of developing the Indicator before it was published, Isabel Briggs Myers and her mother, Katherine C. Briggs, collected data showing understandable and predictable type differences in academic aptitude and achievement in samples from junior high school through medical school. Their findings were confirmed in data collected by Educational Testing Service, and have been re-confirmed since publication of the Indicator by researchers at Auburn University, at the University of Florida, and elsewhere.

Although McCaully's statement was written sixteen years ago, it continues to stand true wherever the MBTI is used.

The MBTI utilizes paired opposites for four dimensions of type (EI, SN, TF, JP), and was developed using Jung's theory of type. Jung's theory of psychological types maintains that in order to function well, individuals must have a system for perception (sensing or intuition) and a system for making decisions (thinking or feeling). A type is an individual's preferred way of perceiving and making responses. There are 16 types with four interacting preferences in each. By looking at the four dimensions of type used in the MBTI (EI, SN, TF, JP), the instructor will be aware of unique characteristics that affect the way a student

approaches writing. The four dimensions as described by Lawrence (1983:52-53) and Carpenter (1984:179-182) are as follows:

EI — The extrovert (E) enjoys discussing his ideas and working in groups. He often leaps into writing and generates a great deal of material as he writes. The extrovert's writing may appear confused, but tends to become more organized as it goes. The extrovert will often need help in seeing the need for revision. The introvert (I) will plan what he is going to say and stop to reread as he writes. In this way, the introvert gets a feel for where the writing is going. He will work best alone, but will ask for advise if he feels comfortable in doing so.

SN — This difference puts the greatest distance between the types and for this reason is especially important. Sensing (S) types depend on their senses for perception. Sensing types generally do not trust answers that suddenly appear. They want sure and solid conclusions dealing with facts. Sensing students will not skim in reading and will want ideas firmly stated. They will look for accuracy and exactness. Sensing types will need time to assimilate facts and ideas. They are very aware of their surroundings, practical, and factual. They want and remember facts and are detailed in writing. When writing, sensing students often fill the papers with facts that may seem unrelated. They need a pattern to follow and will often try to edit as they write. Revision, to the sensing type, may mean no more than correcting mechanical errors.

On the other hand, intuitives (N) listen for intuitions from within and look for possibilities. They are global in approach, relying on intuition rather than facts. They are imaginative, inventive, and original. The intuitive student will dislike dealing with details and "unnecessary trivia." The intuitive sees the possibilities

and enjoys imagery. Because the intuitive dislikes details, he may often make errors about facts and skip steps. He may start more than one project at a time, completing none of them. He dislikes repetition, and enjoys learning new skills. When the intuitive student writes, he prefers to be given general directions and then left on his own. The intuitive will write quickly and pay little attention to mechanics. His writing may be general and lack specific examples.

TF — Thinking (T) types will want topics they can approach objectively. They like organization and structure, so outlines are useful to them. Feeling (F) types, on the other hand, prefer topics that they can care about. They will fill their papers with personal experiences and will consider the reaction of the reader as they write.

JP — Judging (J) types will quickly limit their topic to something manageable. The judging type may have difficulty in developing his idea though. Perceptives (P) will choose broad topics and find themselves with more than they can handle. Their writing may ramble and be quite lengthy.

For this reason, the MBTI can be used to develop a more individualized, writing program Instructors need to, as Doll (1989:90) says, "Plan for [students] as individuals rather than merely as members of faceless groups."

And, as stated by DiTiberio (1981:11-12):

> Jungian theory underlying the MBTI affirms that each of us employs all [eight] modes every day but in varying degrees. There is therefore at least some small potential which can be nurtured in all of us for good writing as traditionally defined. [P]ersonality type is not a static cluster of pigeon holes. It involves instead a dynamic flow reflecting conscious and unconscious interactions of how we've been used to being with what we're facing in the present, as well as with how we hope to unfold and grow as a person. [W]riting anxiety can be debilitating for people of any type. These

> individuals need encouragement to trust that their writing is likely to be better if it reflects their unique gifts.

Indeed, identifying specific learning behavior is valuable in the teaching of writing for as individual learners approach the task of learning differently, so do individual writers approach the task of writing. Understanding their own learning types can help students catch on and enjoy learning, improving their attitude toward what is being taught. In order to cope with the task at hand, the student needs to feel adequate. Success, even partial success, will motivate the student for more effort and further growth. But if the student feels he is failing, any future effort will be blocked. Failure often repeats itself and is extremely costly. As Myers (1980:154) says:

> However a subject is taught, students will tend to remember only the parts that capture their attention and interest. Theoretical presentations and assignments are likely to bore the sensing students. The practical side without the theory tends to bore the intuitives. A 50/50 mixture can be expected to bore everybody half the time. If students are allowed to spend most of their time on the aspects they will remember and find useful in their lives, there will be much more enthusiasm for education among its intended beneficiaries, and much more learning will take place.

Solution Strategy

The above research points out several options to facilitate student success. For this practicum the writer will not use right/left brain and modality theories because the author would have to take extensive in-service training and spend numerous hours researching the basic theories. Also, thematic units are not appropriate for this instructional setting because these units limit the scope in which students can write. Because no single suitable alternative was discovered, the writer chose to create an innovative approach solving this educational change

project by synthesizing the following theories into one approach entitled "Type-Writing."

For this approach the writer incorporated portions of the following: Perkins' relevant objectives, Prescott's objective of meeting needs, Bloom's cognitive development model, Zinsser's motivation, the prose model, the experiential model, Hall and Norby's stress on individuality, and Jung, DiTiberio, Myers, and Lawrence's philosophical base for understanding differences based on research of personality types.

The strategies used in this curriculum model are:

1. To make each objective relevant to student needs.
2. To employ prescription learning using pre-test data to determine students' initial writing skill.
3. To emphasize mastering learning following Bloom's model.
4. To involve motivation of students to believe they can be great writers.
5 To incorporate the prose model which emphasizes examples of good writing.
6. To involve student centered approaches recognizing individual differences, diagnosing individual learning styles, and prescribing instructional techniques to suit each individual personality type.

Carl Jung's theory as illustrated by the Myers-Briggs Type Indicator is the basis of this instructional model. All instructional activities will be guided by student learning types characterized by S and N scales on the MBTI. "Type-Writing" will allow each student to master Communications I exit skills by maximizing the student's preferred learning style, either S or N (See Appendix F:53).

The material cost of this program will be minimal with reproduction the primary item. The college has a test expert who will serve as consultant to this instructor. The instructor will periodically assess assignments and progress, and

evaluate the program upon its completion. Administrators are informed and supportive, but only affected minimally. No cost of additional human resources is necessary.

CHAPTER III

Method

"Type-Writing" considered each individual student's learning type. The instructor was able to "tune in" to each student type and respond appropriately by acknowledging that the student was writing according to type and gave encouragement to facilitate success rather than failure.

One week before implementation this writer pre-tested the target group using a pre-writing assignment to determine writing skill level, a pre-writing-awareness survey and the MBTI as the instrument to determine the dominant learning style of each student (See Table 2, pg 9). This writer used research showing that the perceptive scale (S/N) can yield information about the way a student prefers to learn, and this information was then used to create an individualized writing program and maximize each student's learning preferences.

Specifically, this curriculum program adhered to Bloom's process for levels of cognitive development as students completed writing assignments and addressed, through a variety of activities, the instructional and writing approaches for S and N type characteristics as identified on the MBTI (See Appendix F:53). Awareness of these characteristics allowed the program to be tailored to more fully meet the needs of each student. This knowledge and identification of student characteristics gave insight needed for specific instructional approaches and understanding.

Awareness that students approach the task of writing either through intuition (N) or through sensing (S), enlightens both student and teacher, and creates an appreciation and acceptance of human differences.

Briefly, sensing/intuitive characteristics as discussed by Lawrence (1989:A5-A-18) are described below (See Table 3).

Table 3

S and N Characteristics

S	N
Linear learner	Global learner
Likes direct experience	Wants to consider theory
Likes well defined goals	Prefers open-end instruction
Needs to know why	Looks for the possibilities
Wants facts	Dislikes details
Needs time to assimilate	Writes quickly
Detailed writer	Rereads when writing
Needs pattern to follow	Likes listening
Likes standard solutions	Likes new problems
Likes routine	Dislikes routine
Rarely trust inspiration	Follows inspirations
Seldom makes errors of fact	Often makes errors of fact
Good at precise work	Dislikes having to be precise
Works steadily	Works in bursts

Developmentally, the intuitive (N) student is often a delight to watch as the sparks of inspiration unfold on this student's paper. Yet the N student may have the most difficulty in a Communications I class because this student will quickly become bored with routine and structure and may even quit writing altogether. Although the N student will revise many times, details, such as punctuation and spelling, are unimportant to the N student, and soon become a chore.

On the other hand, the sensing (S) student prefers routine and structure. The S student will want exact directions and may ask many questions. Although details are easier for the S student to deal with, once this student considers a paper finished, revision will be difficult to obtain.

This curriculum improvement project, entitled "Type-Writing," took place over a twelve-week period beginning the first week of September, 1989. Seventeen targeted students, meeting for 50 minutes three times a week, were pre-tested to determine their present writing skill level and writing-awareness rating (See Appendices B:45 and C:47). The MBTI was given to identify learning style. A college test specialist, Dr. Everett Whitehead, visited the class and discussed the MBTI results answering any questions the students had. Groups consisting of students with both S and N characteristics functioned throughout the project. Group members floated to allow students exposure to a variety of writing styles and approaches.

During week one, the tasks were for students to begin to learn to work together, to become aware of the differences in S and N types, to assume responsibility for part of a group presentation, to become aware of a one-paragraph essay, and to establish a list of possible essay topics. First, S and N types were discussed and strengths and weaknesses were talked about in relation to writing. Students were then grouped into diads and triads by incorporating different types of learners into each group (See Table 4).

Table 4

Composition of Grammar Groups

Group	Student	MBTI
1	1,4	INFJ, ESFJ
2	2,6	ENJF, ISFJ
3	3, 12	INFP, ESFJ
4	5, 10	INFP, ENTP
5	7, 13	ENFP, ISFJ
6	8, 15	INFP, ESFP
7	11, 17	ENFP, INFJ
8	9, 14, 16	ENFJ, ISFJ, INFJ

Each group was responsible for a section of grammar review to be presented to the rest of the class at the rate of one per week over the next eight weeks. Division of responsibilities (research, presentation) was decided upon within each group enabling each type within the group to choose responsibility for the part most preferred. Because this would be the first class presentation experience for most of the target students, positive reinforcement was given. As was expected, some students were more enthusiastic than others. Intuitive (N) students, disliking details, tended to give more subdued presentations, and instructor encouragement, rather than criticism, was especially important. Next, students were given a guide consisting of questions and suggestions for use before or after the writing of a first draft (See Appendix D:49). Out-of-class papers were discussed, and a list of possible topics was composed. Students, who were given a choice of topics for all writing assignments, were given a short list of topics from which to choose for a practice, one-paragraph essay. An overview of the one-paragraph essay was given,

specific support was discussed, and pre-writing was begun for the practice one-paragraph essay. Students were eager to suggest writing topics and to see how their S/N characteristics were evident in their writing.

The objectives for week two were for students to continue to learn about S and N type characteristics, to begin grammar presentations, to revise papers, to learn about topic sentences and introductions, and to improve writing skill. To begin, group one made the first grammar presentation on definitions of grammatical terms (sentence, clause, phrase) and sentence fragments. Next, students continued working on the one-paragraph essay assignment. Feedback was done in groups and one-to-one. Students revised their writing, and the one-paragraph essay was handed in. Last, topic sentences and introductions were discussed and practiced in group settings. Students, responding well to working in groups, were not only enthusiastic about the help and encouragement they received, but were eager to build their weaker skills by learning from the strengths of fellow students. For example, student 7 (N) was interested in working with and learning from student 13 (S). These two students easily exchanged papers and helpful remarks.

Tasks for week three were continued awareness of writing style, improved writing skill, and awareness of unity, coherence, and conclusions in writing. Students continued with the second grammar presentation which included comma uses, comma splices, and fused sentences. Next, writing unity, coherence, and conclusions were discussed, and pre-writing for paper one, the first out-of-class, one-paragraph essay was begun. For this paper students were asked to write about a relative or friend with a unique character trait. While in class, students worked in diad and triad groups made up of both S and N types (See Table 5).

Table 5

Class Groups

Group	Student	MBTI
A	4, 1, 5	ESFJ, INFJ, INFP
B	6, 2, 3	ISFJ, ENFJ, INFP
C	12, 7, 8	ESFJ, ENFP, INFP
D	13, 9, 10	ISFJ, ENFJ, ENTP
E	14, 11, 16	ISFJ, ENFP, INFJ
F	15, 17,	ESFP, INFJ

Most students made sure they had both types in their group. Feedback occurred through self evaluation, peer evaluation, and teacher response. Only two students were aware of type development prior to this course, yet all of the students wrote in accordance with their type, either S or N.

For week four, the tasks were continued awareness of S and N characteristics, improved writing skill, cooperative learning in small groups, and writing of an in-class, timed essay. First, the grammar presentations continued with group three discussing the semi-colon, colon, and dash. Next, revision sessions took place in small groups made up of S and N types. Students completed paper one and turned it in. Self evaluation and peer evaluation took place. Papers were read aloud to the class throughout the class period. During this time only positive reinforcement was given. Feedback occurred through instructor evaluation during one-to-one discussion of papers and the criterion reference check sheet. Finally, students produced their first in-class, timed essay. A choice of two topics was given. One topic that might appeal to S, "An Advertising Campaign Which

Has Had a Positive or Negative Effect On People," and a topic that might appeal to N, "A Unique or Exciting Experience You Have Had" were given. One hundred percent of S students chose the topic given for them and 58 per cent of N students chose the topic given for them.

The tasks for week five were continued improvement in writing skill and type awareness, learning to narrow topics effectively, and improving knowledge of the thesis statement. The week was begun with the fourth grammar presentation which was on the apostrophe and quotation marks. Next, discussion of the thesis statement and "blueprint" took place, and pre-writing began on paper two, a five-paragraph essay and the second out-of-class paper. This paper was done in teams with opposite type (See Table 6).

Table 6

Paper Two Groups

Group	Student	MBTI
1	1, 4, 11	INFJ, ESFJ, ENFP
2	2, 6	ENFJ, ISFJ
3	3, 12, 16	INFP, ESFJ, INFJ
4	5, 15, 17	INFP, ESFP, INFJ
5	7, 13	ENFP, ISFJ
6	8, 14	INFP, ISFJ
7	9, 10	ENFJ, ENTP

The topics for this paper (music, generation gaps, and persons elected to public office as public property) were broad and required the students to narrow them down considerably. One group (7) ended up with all N's and had difficulty

narrowing the topic. Discussing the N characteristics helped them to understand why this occurred, and they decided they would save some of their ideas for a book of later writings! When in groups, most students noted who was N and who was S. Some students expressed a preference for individual work, but were willing to do group projects. As one student, an INFP, said, "It's a challenge." Feedback occurred on the students' writing progress through their peers and through instructor's one-to-one discussion.

At this point, a mid-term analysis took place to determine if program adjustments were needed. None were made because students were responding well to the program and appeared to be making progress in writing skill and writing awareness.

During week six, tasks were continued awareness of writing type and improved writing skill, improved awareness of motivators, and completion of paper two. First, the fifth grammar presentation which was on subordination and sentence variety occurred. Motivators were also discussed. Second, revision sessions for paper two took place. Two students in group three, working independently at home, found that they had written almost identical examples. Although one student was S and the other N, each student had the F characteristic dominant in his type. Paper two was completed and handed in jointly by all groups except group three . Third, the second in-class, timed essay occurred. This essay and all following essays were five paragraphs. The topics for this essay included "If You Could Reform Medical Care In the U.S., What Would You Do?" and "Advantages of Education Which Do Not Have To do With Securing or Performing

a Job." After this, self-evaluation, peer-evaluation, and instructor feedback occurred.

Tasks for week seven were to continue improving writing skill and writing awareness, to become aware of general research paper format, and to begin narrowing the topic for the research paper. The week began with the sixth grammar presentation which was on parallelism and misused modifiers. Next, students began the pre-writing process for paper three, the third out-of-class paper. Again, the topics, abortion and learning with age, were broad and needed to be narrowed down. Paper three was a five-paragraph, individual essay. Although this paper was done individually, students did work together on revision while in class receiving feedback from each other. Last, general instructions were given for the research paper which was due at the end of the semester. Students were allowed to choose any topic that was of interest to them for this paper. This freedom gave them the opportunity to study an area that had special appeal to them thus removing some of the drudgery of research work. Chosen topics ranged from drugs to life after death.

For week eight, the tasks were to continue improving writing skill and awareness, to complete paper three, and to write an in-class essay. The eighth grammar presentation, on subject-verb agreement and pronoun agreement, was completed early in the week. Students actively sought either S or N (opposite of themselves) to read their papers, paper three. One student (N) stated to the class that he wanted to work with a particular student the next time group work was done, thinking she was an S. Much to his embarrassment and disappointment, she was not. Self-evaluation, peer-evaluation, and one-to-one instructor feedback also

occurred, and paper three was completed. Last, students wrote the third in-class essay. The topics for this essay were "A Historical Episode or Event Which You Would Like to Be Able to Change" and "A Social Issue That Should Receive An Increase (Decrease) In Federal Funding." Four male students were last to finish. All four were N's.

Tasks for week nine were to continue writing awareness and improved writing skill, and to learn about cause and effect papers. To begin, the eighth and final grammar presentation, on passive voice and word choice, was completed. After the grammar presentation, pre-writing began on the fourth out-of-class paper which was done either in teams or individually. Students were given the choice of working on paper four in groups of their own choosing or individually. Eight students chose to work in groups of two. All four groups contained both S and N (See Table 7).

Table 7

Paper Four Groups

Group	Student	MBTI
1	6, 11	ISFJ, ENFP
2	7, 13	ENFP, ISFJ
3	9, 15	ENFJ, ESFP
4	8, 14	INFP, ISFJ

Sixty-seven per cent of the S's, student 6, 13, 14 and 15 chose to work in groups, and 68 per cent of the N's, all but students 11, 7, 8 and 9, chose to work individually. Cause and effect writing was discussed, and an example of a good

cause and effect paper was given. The topics, all broad and in need of narrowing, were racism, divorce, homelessness, and poverty.

Week ten tasks were to complete paper four and to continue to improve writing skill and awareness. Revision for paper four was done in class with students receiving peer and instructor feedback. This paper was completed and self-evaluation, peer-evaluation, and instructor feedback occurred.

The tasks for week eleven were to improve research skills, improve writing skill and awareness, and learn about comparison and contrast writing. First, research skills were studied further, and students spent class time in the library doing research. Some N students, 1, 8 and 11, had difficulty choosing and narrowing a topic for the research paper. Second, paper four was completed and handed in. Comparison and contrast were discussed, and the topics for paper five, the fifth out-of-class paper, were given. These topics were artists, religions, and countries. Pre-writing began on this paper, and peer as well as one-to-one instructor feedback was given.

The tasks for week twelve were to continue writing awareness and improving writing skill, to complete paper five, and to write an in-class essay. To begin, revision for paper five took place, and paper five was completed. Following this, self evaluation, peer evaluation and instructor feedback occurred. Next, students wrote the fourth in-class writing. For this writing, students were given the topics of "A Person in History Whose Death Had a Great Impact on People's Lives" and "A Machine or Tool That Hasn't Yet Been Invented But Ought To Be Invented."

A post-writing survey was given after the completion of week twelve, and the results were compared to writing done during the pre-survey period. This post-

writing survey was returned to students with the pre-writing survey attached. All students in the target group showed improved writing skill development sufficient to successfully complete Communications I. A post-writing-awareness survey was also given, and the results are illustrated on pg. 34.

CHAPTER IV

Results

The instructor monitored each stage of this curriculum project, and a daily log was kept. Because student success was a primary goal, this project was guided by objective one. In regard to this objective, all writing samples were evaluated by this instructor according to content, style, language, interest, and mechanics guided by a criterion reference check sheet (See Appendix E:51). An evaluation occurred after each assignment was completed (See Table 8).

Table 8

Pre- Post-Survey Results

Student	MBTI	Pre Writing	Post Writing	Change	Pre Awareness	Post Awareness	Change	Grade
1	INFJ	34	58	24	4.4	4.4	0	B
2	ENFJ	21	44	23	3.2	2.2	-1	C
3	INFP	38	55	17	3.2	4.2	+1	A
4	ESFJ	29	45	16	3.0	3.0	0	B
5	INFP	30	46	16	2.6	3.8	+1.2	B
6	ISFJ	21	38	17	2.6	2.6	0	C
7	ENFP	33	60	27	3.0	3.6	+.6	B
8	INFP	32	52	20	3.2	3.2	+.4	B
9	ENFJ	40	60	20	3.4	4.0	+.6	A
10	ENTP	37	57	20	3.6	3.6	0	B
11	ENFP	21	51	30	2.6	3.8	+1.2	B
12	ESFJ	39	54	15	3.6	4.2	+.6	B
13	ISFJ	30	54	24	2.4	3.4	+1	A
14	ISFJ	29	52	23	3.6	3.6	0	B
15	ESFP	25	46	21	2.2	3.0	+.8	B
16	INFJ	27	49	22	3.0	3.2	+.2	B
17	INFJ	38	53	15	3.6	3.6	0	B

Improvement was, in most cases, amazing. Seventeen out of 17 students (100 percent) improved in all areas of writing skill. Students 1 and 13 showed a 24 point gain in raw score; students 2 and 14 showed a 23 point gain in raw score; students 3 and 6 showed a 17 point gain in raw score; students 4 and 5 showed a 16 point gain; student 7 showed a 27 point gain in raw score; students 8, 9 and 10 showed a 20 point gain in raw score; student 11 showed a 30 point gain in raw score; students 12 and 17 showed a 15 point gain in raw score; student 15 showed a 21 point gain in raw score; student 16 showed a 22 point gain in raw score. It was a great self-awareness boost for each student to actually see this improvement. They became aware of their unique approaches to writing and strengthened type characteristics that were weaker on the MBTI scale in relation to writing. Although N students occasionally became frustrated, awareness of N characteristics helped them to understand their writing approach.

In regard to objective two, all students participating in this program passed with a grade of C or better, thus meeting objective two. Final grades for the 17 students participating in the program were as follows: 3 A's, 12 B's and 2 C's (See Table 8).

In regards to objective three, this instructor was responsible for designing and administering a survey to determine student self-awareness related to writing. The writing awareness survey results showed that student 2 recorded a loss of 1 mean score, students 1, 4, 6, 10, 14 and 17 showed no change, students 7, 8, 9, 12, 15 and 16 showed up to .8 improvement, and students 3, 5, 11 and 13 showed at least a 1 mean score improvement (See Table 8). Although, while all students failed to show a 1 mean score gain in the survey, 10 out of 17 did improve. This writer

feels that the results were encouraging. Many students stated that the MBTI helped them to understand themselves better, and this writer feels that whenever self-understanding is improved, self-concept is also improved. It is the opinion of this writer that a cause for the survey result is student awareness itself. Because students became more aware of their writing, common problems encountered in writing, and good writing, they became less inclined to be satisfied with poor or mediocre writing. Their desire to write better increased.

Of the 17 students who participated in both the pre-survey and the post-survey, 13 commented that the MBTI was helpful, 3 found it interesting and accurate, and 1 said that it neither helped nor hindered. The 13 students who thought the MBTI was helpful wrote the following remarks:

Student	
1	"[T]he Myers-Briggs test helped me to see myself more clearly and to understand why I write as I do."
2	"[I]t helped me realize why I do some of the things, and the way I do them — for example, writing."
5	"[I]t was helpful in many ways, in and out of class."
6	"[I]t helped me realize what type of writing I do and what skills I needed to work on. Also, how my personality reflects on my writing."
7	"[T]he MBTI was very helpful about myself and how I work with others. I think this test should especially be given in all English related classes."
8	"The MBTI maybe helped me . . . in what way I wrote papers."
9	"It helped me in realizing that I write too general . . ."
11	". . . helpful in realizing why I write the way I do."

12 ". . . gave me confidence in my writing."

13 ". . . helpful in distinguishing my writing style."

14 "The MBTI helped me to see more clearly and identify my character traits in everyday life and in my writing. It also helped to see other people's differences in their writing and why they write differently."

15 ". . . a very good idea and . . . should kept being done. It helped me with my writing to show the way I write."

16 "[I]t gives you an idea of your strong and weak points so you can improve them. The results helped me to understand my writing more and to try different styles of writing."

Assessments were made prior to beginning the instructional period, at the end of the fifth week, and after the twelfth week of the project. Although the pre-writing survey suggested that 100 percent of the target group was unprepared in writing skill and may be unable to successfully complete Communications I in one semester, the post-writing survey showed that 100 percent of the students had improved writing skills sufficiently to be successful in Communications I in one semester. All 17 students in the target group were retained throughout the semester and were able to exit the class with earned grades of C or higher.

"Type-Writing" is a non-traditional method and may be hard to accept by some traditional instructors. This writer believes, though, that systems that are convenient for teachers may ignore student needs as well as the real process of writing. In "Type-Writing," the instructor becomes a facilitator in learning and often a participating member of student groups whose members are engaged in

talking about what they will write, talking about what they are writing, and talking about what they have written. Any mistaken advice given by a student or occasional lightheartedness is outweighed by the constant feedback as students begin to teach themselves. Students must learn who they are and what they have to say. As Murray (1985:144) states, "[The teacher] must learn how to shut up, to wait, to listen, to let . . . students teach themselves, for through that teaching they will learn the most."

CHAPTER V

Recommendations

In future use of "Type-Writing," one possible area of change is to have the students participate in a mid-term and final analysis of their type (S/N) in relation to their writing. This will help to further their understanding of individual type preferences and the influence of this preference on writing. Also, for this project, in order to be exposed to different writing styles, students floated within groups. In future use of "Type-Writing," staying within the same group throughout the course would allow greater familiarization within the group and perhaps increased feedback.

The writer feels that this program will have a large impact on the teaching of writing as well as other subject areas. Once instructors are able to connect with their students' learning styles, the resources within each student will flourish. Frustration among students and teachers will decrease because teachers will understand students better, and students will understand themselves better.

The writer will disseminate the information gained from this project to other Communications I instructors at the college. The writer will include discussion of strategies and techniques as well as the sharing of any supplementary materials used during the program.

The writer will submit newsletter articles discussing the techniques and results of the project. Such articles will discuss improved student progress and self concept. Articles will be shared with other schools' writing instructors and administration.

It is anticipated that a wide range of audiences, from primary school teachers to college instructors, will be interested in this project. Certainly, effective teaching and learning are the ultimate goals of all educational programs, and any key that will unlock barriers to this goal are welcomed by concerned teachers and administration. One such key, as an instructional model, is "Type-Writing."

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Appendix A

Instructor Survey

Appendix A

Instructor Survey

Please answer the following questions as completely as possible.

1. What was the total number of students you had in Communications I for the Fall and Spring terms of 1988-1989?

2. How many of those students received a D or an F grade?

3. What strategies for this group (those not successful in completing Communications I in one semester) did you use?

4. How well did these strategies for this group work?

Appendix B

Pre- and Post-Writing Assignment

Appendix B

Pre- and Post-Writing Assignment

You will have fifty minutes to plan, write, and proofread your essay on the topic below.

People maintain a variety of hobbies. Discuss your hobby or a favorite activity, and why you have chosen to make it a part of your life.

Appendix C

Student Writing-Awareness Survey

Appendix C

Pre- Post-
Student Writing-Awareness Survey

The following questions will indicate how you feel about your present writing ability. Please answer each question honestly. The most positive answer will be five, and the least positive answer will be one.

	1	2	3	4	5
1. I enjoy writing.					
2. I find constructive criticism helpful when I write.					
3. I have good writing skills.					
4. I am able to communicate my thoughts through writing.					
5. I like the way my writing turns out.					

_____
Mean Score

Appendix D

Question Guide

Appendix D

Question Guide

Directions: This is a self-critique activity. During revision, review your writing in terms of the following questions

1. What is the topic?
2. Does the introduction begin with a captivating motivator?
3. Is there a transition to the thesis?
4. Is the subject clearly stated and limited?
5. Is there a thesis with a blueprint?
6. Does each central paragraph have a topic sentence?
7. Are transitions used between and within paragraphs?
8. Is the support specific?
9. Is the support unified?
10. Does the conclusion contain a reworded thesis statement?
11. Is there a clincher?
12. Did you tell the reader anything new?
13. What detailed examples do you use?
14. What, if anything, do you think needs to be added to give a clearer picture of the topic?
15. What are the main ideas used to support your thesis?
16. Are mechanics correct?
17. Are words colorful and precise?
18. Is there enough sentence variety?

Appendix E

Criterion Reference Check Sheet

Appendix E

Criterion Reference Check Sheet

Instructor will use this chart to rate completness of writing skills in each paper.

Author of essay:

Title of essay:

	1	2	3	4	5
1. Lead					
2. Thesis statement clear					
3. Topic sentences clear					
4. Specific support					
5. Transitions					
6. Coherence					
7. Concision					
8. Precise and colorful words					
9. Mechanics					
10. Conclusion					
11. Clincher					
12. Interests					

Instructor comment:

Appendix F

Relating Type To Instructional Strategies

Appendix F

Relating Type to Instructional Strategies

ISTJ
Linear learner with strong need for order (S)
Likes direct experience (S)
Likes audiovisuals (S); Lectures (I)
Enjoys working alone (I)
Likes well-defined goals(S)
Prefers practical tests (S)

ISTP
Linear learner; needs help in organizing
Likes direct experience (S) Likes lectures, audiovisuals (S)
Enjoys working alone (I)
Wants logically-structured, efficient materials (IT)

ESTP
Linear learner; needs help in organizing (SP)
Needs to know why before doing something (S)
Likes group projects, class reports, team competition (E)
Likes direct experience (S)
Likes audiovisuals (S)
May like lecture (T)

ESTJ
Linear learner with strong need for structure (S)
Needs to know why before doing something (S)
Likes direct experience (S)
Likes group projects, class reports, team competition (E)
Likes audiovisuals, practical tests (S)
May like lecture (T)

ISFJ
Linear learner with strong need for order (SJ)
Likes direct experience (S)
Likes listening to lectures (I)
Likes audiovisuals (S)
Enjoys working alone (I)
Likes practical tests (S)

ISFP
Linear learner; needs help in organizing (SP)
Likes direct experience (S)
Needs well-defined goals (S)
Needs harmony in group projects (F)
Likes audiovisuals, practical tests (S)
Enjoys working alone (I)
Needs sensitive instructor (IF)

ESFP
Linear learner; needs help in organizing (SP)
Likes direct experience (S)
Likes audiovisuals; practical tests (S)
Needs to know why before doing something (S)
Likes group projects, team competition, class reports (E)
Needs orderly well defined goals (S)

ESFJ
Linear learner with strong need for structure (SJ)
Needs to know why before doing something (S)
Needs well defined goals (S)
Values harmonious group projects, team competition, class reports (E)
Likes audiovisuals; practical tests (S)
Likes direct experience (S)

INFJ
Can be global or linear (NJ)
Wants to consider theory first, then applications (N)
Enjoys working alone (I)
Prefers open-end instruction (N)
Needs harmony in group work (F)

INFP
Global learner; may need help in organizing (NP)
Likes reading, listening (N)
Wants to consider theory first, then applications (N)
Needs harmony in group work (F)
Prefers open-end instruction (N)
Enjoys working alone (I)
Likes autonomy (NP)

ENFP
Global learner; needs choices and deadlines (NP)
Likes seminars (EN)
Likes reading if can settle down long enough (EN)
Likes harmonious group projects, team competition, class reports (EF)
Likes autonomy (NP)
Needs help with organizing (NP)

ENFJ
Can be global or linear learner (NJ)
Likes seminars (EN)

Appendix F (Continued)

Likes reading if can settle down long enough (ENF)
Likes harmonious group projects, class reports (EF)
Likes listening (N)
Likes pencil-and-paper tests (N)
Prefers open-end instruction (N)
Wants to consider theory, then applications (N)

INTJ
Can be global or linear (NJ)
Wants to consider theory first, then application (N)
Enjoys working alone (I)
Prefers open-end instruction (N)
Good at paper-and-pencil tests (NT)

INTP
Global learner, needs help in coming to closure (NP)
Likes reading, listening (N)
Wants to consider theory first, then applications (N)
Good at paper-and-pencil tests (NT)

Lawrence, G. (1983). People Types & Tiger Stripes

Prefers open-end instruction (N)
Enjoys working alone (I)
Likes autonomy (NP)

ENTP
Global learner; needs choices and deadlines (NP)
Likes autonomy (NP)
Likes seminars (EN)
Likes reading, listening (N)
Wants to consider theory, then applications (N)
Good at paper-and-pencil tests (NT)
Prefers open-end instruction (N)

ENTJ
Can be global or linear learner (NJ)
Likes seminars (EN)
Likes reading if can settle down long enough (EN)
Likes group projects, class reports, team competition (E)
Likes listening (N)
Likes pencil-and-paper tests (N)
Prefers open-end instruction (N)
Wants to consider theory, then applications (N)

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